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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)** | **Greeting**- Students will greet each other using the Alphabetical order Greeting. Students whose first name comes first will tell everyone good morning (and so on….)—(MM Book pg. 158)  **Sharing**- Students discuss the most memorable moment in their life whether it is happy or sad.  **Group Activity**. Students will play Don’t Make Me Laugh game in MM Book pg. 185.  **Announcements** | **Greeting**- Students will greet each other using the Around the World greeting (pg. 159 MM Book)—Students greet each by different states.  **Sharing**- Students discuss their fears. Explain why.  **Group Activity** .Students will play Charades  **Announcements** | **Greeting**- Students will greet each other using the alphabetical order greeting. This time students will use last names. (MM Book pg. 158)  **Sharing**- Students discuss quote by **Albert Einstein** Education is what remains after one has forgotten everything he learned in school.  **Group Activity**. Students will play Guess the Word game (MM Book pg. 188)  **Announcements** | **Greeting**- Students will greet each other by favorite author or book. Students say,” Good Morning, my favorite author is Jonathan Rand (MM Book pg. 160) **Sharing**- Success usually comes to those who are too busy to be looking for it. - Henry David Thoreau  **Group Activity**. Students will play the famous movie quotes game. Ex. My neck, my back. My neck and my back. Then, students guess the movie.  **Announcements** | **Greeting**- Students will greet each other using the One Minute greeting (MM Book pg. 168)  **Sharing**- Students discuss favorite Halloween costumes and explain why.  **Group Activity**. Students will play hang man using geometric terms  **Announcements** |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)** | Library--Anthony | Library--Essix | Word for the week: Trustworthiness  Students will define what trustworthiness means. | Word for the week: Trustworthiness  <http://www.youtube.com/watch?v=Emcxm6SubxQ> | Word for the week: Trustworthiness  Students will be divided in four groups. Each group will role play untrustworthiness and trustworthiness |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration—  **Students will place all reading assignment and writing assignments in their SD Notebook, Along with rubrics.**  **Students will also place a copy of their DRA test in the SD notebook** | **R.WS.06.06**  Students will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds. ***Reading & Writing***  DRA Testing—Teacher will record students reading speed and accuracy  Students will then complete Survey and DRA Forms on Comprehension and Prediction  DRA Forms will be copied and placed in SD Notebooks  **R.MT.06.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.  The rest of the students will be working on Reading Selection Theme I Selection I--“Hatchet”  Students will complete Graphic Organizer and Spelling worksheets out of the Houghton Mifflin Workbook | ***Reading***  DRA Testing—Teacher will record students reading speed and accuracy | ***Reading & Writing***  DRA Testing—Teacher will record students reading speed and accuracy  Students will then complete Survey and DRA Forms on Comprehension and Prediction  **R.MT.06.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.  The rest of the students will be working on Reading Selection Theme I Selection I--“Hatchet”  Students will complete Graphic Organizer and Spelling worksheets out of the Houghton Mifflin Workbook | ***Reading—***  DRA Testing—Teacher will record students reading speed and accuracy | ***Reading & Writing***  DRA Testing—Teacher will record students reading speed and accuracy  Students will then complete Survey and DRA Forms on Comprehension and Prediction  **R.MT.06.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.  The rest of the students will be working on Reading Selection Theme I Selection I--“Hatchet”  Students will complete Graphic Organizer and Spelling worksheets out of the Houghton Mifflin Workbook |
| Homework/Reading  (Mon and Wed) | Scantron Reading on students’ level—Vocabulary |  | Scantron Reading on students’ level—Vocabulary |  |  |
| Homework/Writing  (Tues and Thurs) |  | Writing on Ace Hood Instrumental (Educational lyrics) |  | Writing on Ace Hood Instrumental (Educational lyrics) | Students will share their raps with the class |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration    Technology integration | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Teacher will introduce the vocabulary on page 39 using direct instruction techniques.  Students and teachers will review landforms and waterways of the earth by viewing and discussing pgs. 14 and 15 in their textbook’s geography dictionary on [www.twip.glencoe.com](http://www.twip.glencoe.com).  Students will work in pairs to complete landforms and waterways packets from Geography 5-6 book.  **Writing:** Students will complete reading strategy activity on page 39 of their textbook. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Teacher and students will review the vocabulary for C1S4.  Students will read pgs. 39-42 orally as a group  **Writing:**Students will reread pages 39-42 independently and complete a guided reading worksheet consisting of multiple choice and written answer questions.  Students will play Jeopardy game on [www.superteachertools.com](http://www.superteachertools.com) based on section 1 and section 2 of Chapter 1 vocabulary and assorted facts. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Students will view PowerPoint presentation on landforms at <http://exchange.smarttech.com/details.html?id=aeb6d3f7-c8c8-41cc-8fbd-6f3b5121ba23> .  Students play interactive game at above website.  Students will view landform PowerPoint presentation at <http://exchange.smarttech.com/details.html?id=dae8fdfa-5f7a-43d0-86ce-6293b1b65959> .  Writing: Students will complete “Reviewing the Main Ideas”, questions 11-13 and 19-20. Answers must be written in a complete sentence that retells the main idea of the question. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  **Anthony-**  **Technology at 2:30**  Students will view bodies of water video at <http://player.discoveryeducation.com/index.cfm?guidAssetId=47DCF08A-1006-4A90-BABB-FAF43DE95EFA&blnFromSearch=1&productcode=US>  **Writing:** Students will review section 1 and section 4 of chapter 1 by completing the assessment questions found on pages 27 and 42 in their groups. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  **Essix-**  **Technology at 2:30**  **Students will take a teacher created quiz cover section 1 and section 4 of Chapter 1.**  **Students will check quizzes for immediate feedback.**  **Results will be entered into Student Data Notebook.** |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration  *Teacher will check for student comprehension* ***daily.*** *Students will be called to the meeting area to work on specific skills while the rest of the class is working on class assignment*. *This will include high and low achievers.*  ***All tests along with the rubric shall be placed in the student SD Notebooks.)*** | * (National Standards)--6.EE.3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* * ***Part I (30 min)*** Students will complete Ch. 2 in the textbook on Introduction to Algebra,   Students will play [www.ixl.com](http://www.ixl.com) on Ch. 2 (20 min)  Then, students will complete Enrich and Practice book worksheets (40 min)  ***Writing***  Students will explain and write the distributive property of addition | **A.FO.06.06** Represent information given in words using algebraic expressions and equations.  ***Hook:***: Play online game at [www.ixl.com](http://www.ixl.com)  (10 min)  **Part I:** (50 min)  Students will complete Reteach and Leveled Problem Solving book on Ch. 2  ***Writing***  Students will explain and write the associative property of addition | 6.EE.3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x;* **Part I:** (60 min) Students will complete Review questions Set A,B,  Review video on  [www.adaptedmind.com](http://www.adaptedmind.com)  before completing  Teacher allow peer tutors to assist the struggling students  ***Writing***  Students will explain and write the commutative property of addition | **A.FO.06.06** Represent information given in words using algebraic expressions and equations.  **Part I: (30 min)**  Students will complete Practice Test at the end of the chapter for chapter 2.  Students will work in groups with white boards demonstrating and explaining how they solved the problems on Practice Test Form B in Assessment Book    **A.FO.06.04** Distinguish between an algebraic expression and an equation.  ***Writing:*** Students will explain the difference between an equation and expression | * 6.EE.3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x;*   **Part 1 (30 min)**  Students will complete Chapter 2 Form A Test in the Assessment book.  The test will be placed in the SD Notebooks along with the Performance Rubric.  ***Writing:*** Students will answer open ended item for test—Students will be given an incorrect problem and must explain the mistake and how to fix it. |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | Students will then complete Survey and DRA Forms on Comprehension and Prediction  The rest of the students will complete science study guide on Energy | Students will then complete Survey and DRA Forms on Comprehension and Prediction  Students will complete science study guide on Energy | Students will then complete Survey and DRA Forms on Comprehension and Prediction  Students will complete science study guide on Energy | Students will then complete Survey and DRA Forms on Comprehension and Prediction  Students will complete science study guide on Energy | Test on Energy |
| **Other Subjects**  **(indicate times)** | ***Independent Reading daily after lunch for 20 minutes.*** |  |  |  |  |